SD State Standards Disaggregated English Language Arts

Strand:	Reading Foundational Skills	Anchor Standards:	Fluency	Grade level:	2

Standards Relating to Foundational Skills

Fluency
2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
  a. Read grade-level text with purpose and understanding.
  b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Relevance and Essential Questions: What's the point?

Essential Questions *(Drive Intellectual Curiosity-The Hook)*	*Big Idea Statements* *(What students need to discover)*
Why is it important to read accurately and fluently?	Reading with accuracy and fluency improves comprehension and supports enjoyment of reading.

Learning Progression: Foundational Skills (2.RF.1   2.RF.2   2.RF.3   2.RF.4)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year

1.RF.4 Read with sufficient accuracy and fluency to support comprehension.
  a. Read grade-level text with purpose and understanding.
  b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
	  a. Read grade-level text with purpose and understanding.
	  b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
	  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		3.RF.4 Read with sufficient accuracy and fluency to support comprehension.
		  a. Read grade-level text with purpose and understanding.
		  b. Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
		  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** (**Procedural/ Application)**
2.RF.4 ● Accuracy ● Fluency ● Comprehension ● Expressive reading ● Self-monitor strategies	**2.RF.4** Fluency helps readers comprehend and enjoy text. Self-monitoring allows for corrections of accuracy and fluency. The selection of texts directly relates to a reader's purpose.	**2.RF.4** Read grade-level text fluently and accurately. State the purpose for reading text. Self-monitor while reading and use context clues and rereading when something doesn't make sense. Answer comprehension questions or retell (summarize) following a reading of grade-level text.

Student Friendly Language
2.RF.4 I can comprehend what I am reading. I can read for a purpose. I can read second grade text accurately and fluently. I can use expression when reading a story. I can self-monitor while I read and use strategies to correct myself if something doesn't make sense. I can use context clues to help me decode an unknown word.

Key Vocabulary
2.RF.4 ● Accuracy ● Fluency ● Comprehension ● Purpose ● Expression ● Self-monitor
Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?
When reading out loud in front of an audience, we must self-monitor what we are reading to make sure the audience receives the correct message.

Resources
https://doe.sd.gov/octe/ELA-resources.aspx

ELA Unpacked Standards 2018

Achievement Level Descriptors

Foundational Skills

Fluency
2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
  a. Read grade-level text with purpose and understanding.
  b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Level 1	Level 2	Level 3	Level 4
In grade level texts, with significant support, students should be able to	In grade level texts, with minimal support, students should be able to	In grade-level texts, students should be able to	In grade-level and higher texts, students should be able to
• With limited fluency and purpose, read texts with limited accuracy, appropriate rate, and prosody; and minimally use context to confirm or self-correct word recognition and understanding to support comprehension.	• With some fluency and purpose, read texts in some genres with some accuracy, appropriate rate, and prosody; and occasionally use context to confirm or self-correct word recognition and understanding to support comprehension.	• Fluently and purposefully, read texts in a variety of genres with accuracy, appropriate rate, and prosody; and use context to confirm or self-correct word recognition and understanding, rereading as necessary, to support comprehension.	• Fluently and purposefully, read texts in a wide range of genres with accuracy, appropriate rate, and prosody; and thoroughly and accurately use context to confirm or self-correct word recognition and understanding, rereading as necessary, to support comprehension.